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ABSTRACT

This publication contains worker task lists and supplementary information for four occupations in the communication, fine arts, and media cluster: (1) graphic designer; (2) newspaper reporter; (3) radio announcer; and (4) recording technologies occupations. The task lists were generated through the DACUM (Developing a Curriculum) process and/or by analysis by a panel of experts. The following supplementary information is included for each occupation: (1) graphic designer, newspaper reporter, and radio announcer--knowledge and skills, traits and attitudes, core competencies, careers; and (2) recording technologies occupations--knowledge and skills, traits and attitudes, careers, trends. (KC)

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OCCUPATIONAL ANALYSES

COMMUNICATION, FINE ARTS, AND MEDIA

Worker Task Lists and Supplementary Information
for Selected Occupations

ED 406 536

GRAPHIC DESIGNER

NEWSPAPER REPORTER

RADIO ANNOUNCER

RECORDING TECHNOLOGIES OCCUPATIONS

CE 073 762

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Occupational Analyses
Communication, Fine Arts, and Media

Worker Task Lists and Supplementary Information for Selected Occupations

Developed by

Southwest Virginia Tech Prep Consortium
Loudoun - Fairfax - Northern Virginia Community College Tech Prep Consortium

Produced by

Virginia Vocational Curriculum and Resource Center
2200 Mountain Road
Glen Allen, Virginia 23060

FOR

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INTRODUCTION

Employers in today's high-tech workplace need workers with a variety of qualifications. To be successful in most technical fields, workers must

- master a number of specific tasks
- understand and be able to use related technical concepts and theories
- exhibit traits and attitudes that employers find desirable.

Students who wish to enter technical career fields must have instruction that enables them to gain these qualifications. This instruction may be provided in several ways, including secondary vocational programs and community college technical degree or certificate programs.

The first step in designing a technical curriculum is to analyze one or more occupations to determine

- the tasks and activities performed by competent workers on the job
- the skills and knowledge workers need to perform these tasks
- the general skills, knowledge, traits, and attitudes necessary for employment success.

Instruction that reflects this information will help students compete for jobs in their chosen field.

Tech prep projects throughout Virginia have based their programs on occupational analysis. The method depends on local needs and circumstances, but at a minimum each results in lists of tasks and technical and employability skills. Methods include

- **DACUM (Developing A CurriculUM):** A panel of workers describes a single occupation (e.g., police officer) by writing tasks on cards and placing them on the wall. Adding, revising, rearranging, or discarding cards results in a picture of an occupation. A modified DACUM uses prepared cards which are edited by the panel.
- **Panel of Experts:** Experts in an occupational field (e.g., criminal justice) validate an existing task list and discuss "big picture" issues. Experts may be workers, managers, human resource specialists, or other industry representatives capable of predicting trends in employment, designing career paths, and determining standards of worker performance.

Although occupational analysis is primarily a local effort, tech prep project sites can validate lists generated in a different part of the state to begin their curriculum development process. Both secondary and postsecondary program designers and teachers can use occupational task lists and other employer information to update existing instruction, validate course content, and generate workplace applications in academic classes.

The collection of occupational analyses included in this guide are a part of the Communication, Fine Arts, and Media cluster of occupations. Career clusters are the organizational basis for tech prep, as students begin early to explore a group of similar occupations, narrowing choices along

the educational path until they are highly qualified for a career specialty. For example, a student may begin by exploring hospitality occupations, decide to concentrate on food service, and pursue a career in dietetics.

Further information about the task lists published in this guide is available from the project directors:

- Graphic Designer, Newspaper Reporter, Radio Announcer:
  Thomas J. Witten, Jr.
  P. O. Box SVCC
  Richlands, VA 24641
  (540) 964-7253

- Recording Technologies Occupations:
  Irene Riordan
  Loudoun-Fairfax-NVCC Tech Prep Consortium
  Leesburg, VA 22075

For additional information related to tech prep, please call Darlene Blake, Tech Prep Coordinator, Virginia Community College System, at (804) 371-6582. To request curriculum development resources or assistance from the VVCRC, please call (804) 261-5075 or send e-mail to vvcrc@pen.k12.va.us.

GRAPHIC DESIGNER

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Knowledge and Skills Necessary for Success 6
Traits and Attitudes of Successful Workers 7
Core Competencies in Communication and Math 7
Careers in Graphic Design 8

WORKER TASK LIST

A. DEFINING A PROJECT
1. Identify customer expectations.
2. Establish objectives.
3. Identify specifications (format of flyer, location of sign, etc.).
4. Determine the audience.
5. Research other projects with similar goals.
6. Research subject area of project.

B. PLANNING THE PRODUCT
1. Determine media (conventional artboards, software, photography, etc.) and process (according to physical capacities of business).
2. Gather materials.
3. Study illustrations/photographs/narrative to be incorporated.
4. Create a mock-up or dummy layout.
5. Identify production time frame.
6. Communicate with others in company to ask questions/solve problems.

C. DESIGNING AND REFINING THE PRODUCT
1. Establish a page format/style sheet.
2. Arrange illustrative material and text according to available space, layout principles, aesthetic design concepts, and specifications.
3. Select style and size of type.
4. Import clip art.
5. Scan existing images.
6. Draw freehand images.
7. Import previously prepared elements into layout program.
8. Run spell-check program.
9. Proofread and correct copy.
10. Review format for accuracy (alignment, margins, borders, etc.).

D. MAINTAINING QUALITY CONTROL
1. Produce sample layout for designer's own review.
2. Evaluate product according to original objectives and specifications.
3. Incorporate designer's corrections.
4. Submit product for final in-house approval.
5. Incorporate in-house corrections.
6. Submit product for customer approval.

E. PREPARING THE PROJECT FOR PRINTING

Each situation will dictate different preparations for printing (offset, gravure, screen printing, flexography, etc.). Therefore, specific preparations are not included here.

1. Select customer-specified method of output (camera-ready copy, diskette, film).
2. Output product.

F. MAINTAINING AND UPGRADING RESOURCES

1. Maintain inventory of supplies, clip art sources, and other materials.
2. Maintain systematic files and directories of projects and reusable elements.
3. Keep abreast with developments in the industry (hardware, software, etc.).
4. Recommend software and hardware upgrades.

G. PERFORMING COMMUNICATION FUNCTIONS

1. Brainstorm with other designers.
2. Interact with film prep and production personnel.
3. Maintain liaisons with sales reps/customer service reps.
4. Maintain professionalism in communicating with customers.

SUPPLEMENTARY INFORMATION

KNOWLEDGE AND SKILLS NECESSARY FOR SUCCESS

Knowledge

- Basic word processing
- Basic design
- Drawing
- Desktop publishing
- Basics of printing process
- Color/tints/process color
- Offset lithography
- Business communication
- Speech/public speaking
- English composition/grammar
- Copyright law
- Ethical issues
- Sociology
- Ergonomics (e.g., to avoid carpal tunnel syndrome)

Skills

- Problem solving
- Keyboarding
- Electronic scanning
- Freehand drawing/sketching
- Diplomacy
- Stress-reduction techniques
- Organization

Equipment/Software

- Macintosh operating system (industry standard for graphics hardware/software in this region)
- Quark Xpress (industry standard)
- PageMaker
- Corel Draw
- Freehand
- Photoshop
- Illustrator
- Word for Windows
- WordPerfect for Windows

TRAITS AND ATTITUDES OF SUCCESSFUL WORKERS

- Creativity
- Willingness to keep current of national trends/software in the field
- Carefulness in handling the property of others
- Confidence
- Integrity (especially in the avoidance of plagiarism)
- Willingness to work long hours/overtime
- Self-motivation
- Attention to detail
- Willingness to work with others
- Ability to distinguish between art and commercial art
- Artistic flexibility
- Ability to interpret instructions
- Ability to work under deadlines

CORE COMPETENCIES IN COMMUNICATION AND MATH

Performing Communication Functions

1. Practice listening skills.
2. Intepret and follow directions.
3. Write notes from meetings.
4. Log telephone transactions.
5. Perform telephone communication.
6. Compose memos/status reports.
7. Use appropriate etiquette.
8. Present information orally.
9. Interface with clients.
10. Ask clear, concise questions.
11. Make nontechnical presentations.
12. Interpret technical literature (trade magazines, manuals, etc.).
13. Interpret product/service specifications.
14. Proofread own and others' work.

Applying Math Concepts

1. Perform basic math calculations.
2. Read a ruler.
3. Convert units of measurement mathematically (e.g., points, picas, metric units, etc.).
4. Use conversion tables.
5. Calculate weight of objects (e.g., weigh paper to determine weight of a project).
6. Calculate percentages.
7. Calculate time and distance (e.g., map design).
8. Construct and interpret graphs/data tables.
9. Calculate material dimensions.
10. Estimate material quantities (e.g., number of reams of paper per project).

CAREERS IN GRAPHIC DESIGN

Entry-Level (High School Diploma with relevant coursework)

- Typesetter
- Proofreader
- Designer's Assistant
- Apprentice

Advanced-Level

- Electronic Designer (Community College Certificate in the field)
- Design Branch Supervisor (Community College + Experience)
- Creative Director (College + Extensive Experience)
- Art Director (College + Extensive Experience)

Newspaper Reporter

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Traits and Attitudes of Successful Workers 14
Core Competencies in Communication and Math 14
Careers in Newspaper Reporting 14

WORKER TASK LIST

A. DEVELOPING A STORY IDEA

1. Cultivate sources.
2. Monitor assigned beat.
3. Investigate news leads/tips.
4. Develop assignments from editor.
5. Monitor other media.
6. Cooperate with reporters in other beats.
7. Follow up stories.
8. Grade the news (i.e., ascertain relative importance of stories).
9. Monitor community calendar of events.
10. Monitor radio communications (police, fire department, rescue squad, etc.).
11. Evaluate news service copy.

B. CONDUCTING RESEARCH

1. Conduct phone/in-person interviews on and off the record.
2. Record observations (through note-taking and tape recorder).
3. Conduct background research in newspaper morgue, computer networks, public records, library, and other sources.
4. Consult professionals and experts.
5. Cultivate nontraditional research sources (e.g., for off-the-record background interviews).
6. Verify information (facts, dates, statistics, etc.).
7. Discuss story length/format with editor.
8. Maintain research files.

C. WRITING STORIES

1. Operate within deadlines.
2. Organize research material.
3. Determine emphasis (i.e., focus of story, target audience, etc.).
4. Apply style (AP and employer's), organization (inverted pyramid, modular, etc.), and correct grammar.
5. Use quotations properly (in terms of grammar and significance).
6. Write news/feature stories.
7. Proofread, self-edit, copy-edit stories.
8. File stories (by means of hard copy, phone call, modem, terminal, etc.).
9. Distinguish between editorial and newswriting styles.

D. COMPOSING A PAGE

1. Fill the news hole.
2. Prioritize stories (budget).
3. Select art (graphics, photos, etc.).
4. Dummy the page (mentally, on paper, on computer).
5. Apply principles of balance, proportion, and design.
6. Cut and paste page (pagination).
7. Crop photos.
8. Write headlines and cutlines.
9. Proofread the page.

E. HANDLING PHOTOGRAPHS

1. Take photographs (with appropriate form, content, and style).
2. Identify subject/situations photographed.
3. Acquire and attribute existing photographs from files or other sources.
4. Obey laws and regulations governing photograph use and manipulation (air brush, computer cropping, etc.).
5. Select photographs.
6. Suggest photographic subjects to photographer.
7. Maintain photograph file.
8. Maintain ethical standards with regard to all aspects of photography.
9. Use 35 mm camera.

F. APPLYING ETHICS AND LAWS

1. Keep an open mind.
2. Strive to get all sides of a story.
3. Aim for fairness, accuracy, and objectivity.
4. Respect the privacy of others.
5. Protect confidential and off-the-record sources.
6. Use Freedom of Information Act.
7. Apply basic understanding of libel law.
8. Take responsibility for own actions.

G. APPLYING PUBLIC RELATIONS FUNCTIONS

1. Handle telephone calls.
2. Maintain regular contact with community officials/leaders and organizations.
3. Represent newspaper in professional manner.

SUPPLEMENTARY INFORMATION

KNOWLEDGE AND SKILLS NECESSARY FOR SUCCESS

Knowledge

- Media law/ethics (Freedom of Information Act, libel law, relevant state statutes)
- AP style sheet
- News writing
- Layout
- Copy editing
- History
- Government
- Process of local government
- Photography
- Desktop publishing
- Principles of advertising
- Basic office skills
- Public speaking
- Psychology
- Math
- Grammar
- Reading comprehension (in all areas)
- Word processing
- Shorthand/notehand
- Public records filing systems

Skills

- Problem solving
- Priority setting
- Interviewing
- Rhetorical skills
- Computer skills/keyboarding
- Photographic skills
- Listening skills
- Observation skills
- Research skills
- Writing and speaking skills
- Note taking
- Interpersonal skills
- Time management
- Map reading
- Driving
- Use of library
- Use of online services/databases

Equipment/Software

- Macintosh
- IBM/DOS
- Quark Xpress
- PageMaker
- WordPerfect
- Microsoft Word
- Tape recorders
- Cameras
- Microfilm/microfiche reader

Professional Contacts

- Virginia Press Association
- Other peer groups/media associations

TRAITS AND ATTITUDES OF SUCCESSFUL WORKERS

Ability to work with others
Meticulous attention to detail
Trustworthiness
Willingness to work late hours
Good judgment
Self-motivation
Curiosity
Skepticism
Assertiveness
Ability to take criticism
Compassion
Understanding of human behavior
Persuasiveness
Sense of humor
Open-mindedness
Dependability
General education (well read/well versed in diverse subject matter)
Courage
Self-confidence
Dedication
Sense of adventure
Willingness to travel
Detachment
Adaptability
Commitment to community

CORE COMPETENCIES IN COMMUNICATION AND MATH

Performing Communication Functions

1. Write notes from meetings.
2. Log telephone transactions.
3. Perform telephone communication.
4. Practice listening skills.
5. Interpret and follow directions.
6. Present information orally.
7. Interview sources.
8. Ask clear, concise questions.
9. Use research skills.
10. Write/edit feature articles.
11. Write/edit news articles.
12. Write/rewrite news releases.
13. Proofread own and others' work.
14. Compose business letters.
15. Create a sequence of operation.
16. Debate issues.
17. Make nontechnical presentations.
18. Make speeches.
19. Interpret technical literature.
20. Interpret product/service specifications (e.g., public contracts).
21. Use etiquette.

Applying Math Concepts

1. Perform basic math calculations.
2. Convert units of measurement.
3. Calculate weight of objects.
4. Calculate percentages.
5. Calculate time and distance.
6. Construct/interpret graphs/data tables.
7. Calculate dimensions.
8. Estimate quantities.
9. Calculate cost analyses.
10. Calculate statistics.
11. Apply basic accounting principles.

CAREERS IN NEWSPAPER REPORTING

Entry-Level (High School Diploma with relevant coursework)
Stringer (part-time reporter)
Sports Writer

Entry-Level (Community College Certificate)

Stringer
Reporter

Advanced-Level

Copy Editor
Reporter at larger newspaper
Desk Editor
Managing Editor
Executive Editor

NOTES:

- The panel emphasized that experience is very important in gaining a position as a reporter. They said that being a stringer is an excellent way to gain experience and to determine whether one is good at reporting and whether one likes the work.
- Most panelists felt that higher education (beyond community college) is less important in this field than in others; however, the four-year college degree is often necessary for moving into management.
- The panel noted that a career path of advertising rather than reporting could lead to a top position of publisher.
- According to the panel, salaries are relatively low in the field of newspaper reporting. One panelist cited a Virginia Press Association survey which listed $10,000 - $13,000 as the average starting salary.

RADIO ANNOUNCER

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Traits and Attitudes of Successful Workers 22
Core Competencies in Communication and Math 22
Careers in Radio Announcing 22

WORKER TASK LIST

A. RUNNING A BOARD SHIFT

1. Cross-check cue sheet, daily log, and program.
2. Locate/load correct program.
3. Locate/load correct commercials.
4. Play back music on tape, compact disc, or hard drive.
5. Re-check audio quality.
6. Perform time checks.
7. Record live programming/satellite feed/network feed.
8. Follow cue sheet.
9. Place programming in appropriate time slot.
10. Log commercial times.
11. Monitor off-air fee.
12. Prepare/rehearse on-air material.
13. Operate Emergency Alert System (EAS).
14. End transmission (raise/lower power, sign off, etc.).
15. Perform clear, concise bridges/back sell/billboard/ad lib/call-letters identification.
16. Read the copy.
17. Apply formatics appropriate to format of station.
18. Personalize material.
19. Conduct on-air interviews.
20. Run a tight board (avoiding dead air).
21. Complete daily log.
22. Calculate back-time.
23. Control on-air sound quality.
24. Meet broadcast deadlines.

B. PERFORMING PRODUCTION FUNCTIONS

1. Target content to audience.
2. Adhere to FCC, ASCAP, BMI, and SESAC regulations.
3. Follow company policies.
4. Ensure copyright and legal clearances.
5. Pull supporting on-air material (sound effects, actualities, music).
6. Identify and label tapes.
7. Develop a story order.
8. Create tape segments.
9. Write and produce demos/spec spots.
10. Organize/package program (e.g., demos/spec spots).
11. Edit material.

C. RECORDING PROGRAMMING

1. Load recording machine.
2. Cue up source material.
3. Label tapes.
4. Reset counters/timers.
5. Mike the guests.
6. Follow producer's directions.
7. Check broadcast levels.
8. Activate recording system.
9. Ride audio levels.
10. Mix audio components.
11. Verify program continuity.
12. Generate cue sheets.
13. Check recorded tapes.

D. SETTING UP STRIKING/REMOTE FACILITIES

1. Identify overall purpose of remote broadcast.
2. Gather necessary equipment (MARTI, cell phone, or phone mixer).
3. Transport equipment to site.
4. Run power cables.
5. Run audio cables.
6. Set up talk-back system and cues.
7. Identify source feeds at the station.
8. Check transmission lines.
9. Set up satellite feeds.
10. Review sponsors' commercials and remote site information (fact sheets, etc.).
11. Maintain records of remote broadcast copy.
12. Break down equipment.
13. Pack/load equipment.
14. Clean up work area.
15. Return equipment to station.
16. Unload/store equipment in its proper place.
17. File copy of program at station.

E. MAINTAINING QUALITY CONTROL

1. Monitor on-air feed and audio quality.
2. Consult with engineer about problems.
3. Check daily program logs.
4. Establish back-up procedure.
5. Review emergency procedures.
6. Reset machines that are in error.
7. Check/edit program content (for dates, names, currency of information, etc.).
8. Set up tape delay for live shows.

9. Prepare fault reports and log discrepancies.
10. Clean tape heads.

F. RESEARCHING/WRITING MATERIAL

1. Monitor current affairs.
2. Develop a profile of one's audience.
3. Develop source book.
4. Identify story ideas.
5. Determine focus of story.
6. Obtain information from variety of sources (e.g., wire service, Internet, TV, trade publications, special encyclopedia, fact services, joke services, etc.).
7. Interview for information.
8. Prepare research material.
9. Pitch the story.
10. Write copy.
11. Edit wire service bulletin to fit time slot.
12. Select recordings to be played based on program specialty/audience.
13. Select recordings based on audience request.

G. PROMOTING STATION/PRODUCTION HOUSE

1. Project company image.
2. Cross-promote other programs/features.
3. Promote contests on air.
4. Utilize promotional materials.
5. Broadcast from remote locations.
6. Make public appearances.
7. Involve oneself in community charities.

SUPPLEMENTARY INFORMATION

KNOWLEDGE AND SKILLS NECESSARY FOR SUCCESS

Knowledge

- Basic understanding of duties at radio stations
- Electronics/basic radio engineering
- Common foreign languages (mostly for pronunciation)
- Speech (including ability to read pronunciation marks)
- History
- Government/current events
- Music
- Geography
- Arts/pop culture
- Basic business/salesmanship
- General mass communications

Skills

- Problem solving
- Oral communication
- Decision making
- Writing
- Job-seeking skills
- Phone skills/etiquette (on and off air)
- Care in recording/delivery of messages
- Computer literacy/typing
- Grammar skills/standard English/good diction
- Ability to think on one's feet

Equipment/Software

Ability to operate a variety of equipment (through apprenticeship or other direct exposure)

TRAITS AND ATTITUDES OF SUCCESSFUL WORKERS

- Willingness to be responsible for one's influence on listeners
- Carefulness with equipment
- Dependability
- Willingness to work long hours
- Willingness to pursue ongoing study/ reading
- Willingness to keep up with current events
- Aggressiveness
- Adaptability
- Self-confidence
- Common sense
- Love of the work

CORE COMPETENCIES IN COMMUNICATION AND MATH

Performing Communication Functions

1. Practice listening skills.
2. Interpret and follow directions.
3. Write notes from meetings.
4. Log telephone transactions.
5. Perform telephone communication.
6. Compose memos.
7. Compose business letters.
8. Write nontechnical reports.
9. Write/edit articles.
10. Write advertising copy.
11. Use appropriate etiquette.
12. Present information orally.
13. Make nontechnical presentations (on air).
14. Interview clients.
15. Ask clear, concise questions.
16. Create a sequence of operation.
17. Interpret technical literature.
18. Proofread own and others' work.

Applying Math Concepts

1. Perform basic math calculations.
2. Calculate percentages (e.g., determining what percentages of respondents to a survey are male and female).
3. Calculate time and distance.
4. Construct and interpret graphs/data tables (e.g., Arbitron).
5. Estimate quantities.
6. Calculate statistics.
7. Perform back-timing calculations.

CAREERS IN RADIO ANNOUNCING

Entry-Level

Board op (Most employees start at this level, regardless of training/education; usually part-time.)

Overnight/late night announcer (Employees with experience/training may start at this level; full- or part-time.)

Middle-Level

Part-time announcer

Full-time announcer (At the middle level, most full-time announcers would be those in lower paid spots, e.g., night, overnight, or mid-day.)

Upper Middle-Level

Full-time announcer (At the upper middle level, full-time announcers would be those in higher paid spots, e.g., morning or afternoon drive.)

Higher-Level

Music director

Program director

Top Management

Program manager

NOTES

- Panelists stressed that the appropriate title for this position is *radio announcer* or *air talent*, not *disc jockey* or *deejay*.
- Panelists emphasized that prospective students should be provided a realistic picture of salaries in radio broadcasting: annual salaries can range from $9,000 to $60,000.
- Panelists noted that a broadcasting career track in sales is generally more lucrative and could lead to a top management position such as business manager or station manager.

Recording Technologies Occupations

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Future Trends 30

WORKER TASK LIST

A. PERFORMING GENERAL OPERATIONAL TASKS
1. Keep work-flow records/logs (broadcast, air time, track sheets, studio schedule).
2. Maintain supplies.
3. Implement program schedule.
4. Maintain audio/video archives.

B. MAINTAINING EQUIPMENT/FACILITIES
1. Inspect equipment.
2. Repair equipment.
3. Install equipment.
4. Safeguard equipment.
5. Maintain equipment in audio/video recording studio.
6. Maintain equipment in postproduction studio.

C. PROMOTING THE CORPORATE IDENTITY
1. Facilitate promotions.
2. Draft/distribute press releases.
3. Solicit corporate underwriting (listener financial contributions).
4. Promote public relations.
5. Identify advertising vehicles.

D. MAINTAINING CUSTOMER/CLIENT RELATIONS
1. Take care of the client.
2. Deal with record companies.
3. Make sales calls.

E. IMPLEMENTING PREPRODUCTION ACTIVITIES
1. Prepare guests for broadcast.
2. Preview/select music.
3. Secure talent.
4. Draft/edit scripts.
5. Secure equipment facilities/crew.
6. Rehearse program.
7. Outline equipment utilization.
8. Design sets/lighting.
9. Coordinate visuals.
10. Assemble storyboards.
11. Secure permission for shoot locations.
12. Coordinate location logistic support.

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13. Build set.
14. Check prerecorded material.
15. Make up the talent.

F. IMPLEMENTING ADDITIONAL PREPRODUCTION ACTIVITIES FOR BROADCAST
1. Monitor the scanner.
2. Check AP wires.
3. Preview, censor, and edit movies.
4. Select PSAs.

G. IMPLEMENTING PRODUCTION ACTIVITIES
1. Shoot polaroids of set.
2. Set up equipment per production design.
3. Log music.
4. Coordinate audio.
5. Coordinate video.
6. Produce/direct the program.
7. Generate visuals.
8. Shoot/record daily assignment.
9. Implement production schedule.
10. Verify recording of daily assignment.
11. Tear down/wrap set.
12. Monitor appearance of talent.
13. Monitor technical quality.

H. IMPLEMENTING ADDITIONAL TECHNICAL ACTIVITIES FOR BROADCAST
1. Aim satellite dish.
2. Sign on station.
3. Keep station on the air.
4. Assure feeds uplink and downlink.
5. Maintain equipment in TV/radio station.
6. Check tower lights.
7. Get transmitter reading.
8. Set up satellite feeds for taping.
9. Sign off station.
10. Follow FCC rules.

I. IMPLEMENTING POSTPRODUCTION ACTIVITIES
1. Select sound bites.
2. Secure client approval.
3. Screen dailies.
4. Edit the program.
5. Distribute and dub commercials and programs.

6. Proof spelling and titles.
7. Time program.
8. Provide audio sweetening.
9. Monitor technical quality.

SUPPLEMENTARY INFORMATION

KNOWLEDGE AND SKILLS NECESSARY FOR SUCCESS

- Basic broadcast equipment (camera, console, microphone)
- Recording equipment
- Basic multitrack recording equipment
- Audio console mixer/outboard equipment
- Audio/video recorders
- Editing equipment
- Graphics equipment
- Time code synchronization equipment
- Studio testing equipment
- Professional audio postproduction studio
- Professional video postproduction studio
- Role of union
- Copyright, royalties, legal liabilities
- Computer operation
- Role of management
- Career ladder/options
- Interpersonal relations
- World of work/work schedules
- Writing/composing
- Clear expression of ideas in writing
- Clear, concise speaking ability

TRAITS AND ATTITUDES OF SUCCESSFUL WORKERS

- Willingness to stay current in state-of-art technology
- Common sense
- Self-motivation
- Customer-based attitude
- Understanding equipment maintenance for optimum operation
- Ability to organize work environment
- Team spirit
- Work ethic
- Prioritizing and organizational skills
- Willingness to check and double-check
- Career/training goals
- Curiosity
- Creativity
- Patience
- Willingness to work up the career ladder
- Willingness to serve internship

CAREERS IN RECORDING TECHNOLOGIES (BROADCAST/MULTIMEDIA)

Entry-Level

- Recording Engineer (recording studio)
- Radio Broadcast Technician
- Broadcast Engineer
- Publicist for record company
- Record company A & R
- Song-Clearance Worker
- Associate (publishing division)
- Operating Editor (technical editing, computer-generated editing)
- Production Coordinator
- Program Director
- Program Producer
- Announcer
- Assistant Engineer

Musician (artist management, coach, studio musician)
Video Department Worker (account personnel, marketing personnel, problem solvers)
Engineer (audio recording, video equipment maintenance)
Producer (logistic/artistic)
A & R
Video/Audio Duplicater
Junior Publicist
Grip

FUTURE TRENDS

Digital communications (convergence of digitally-based technologies)
Telecommunications
Direct-to-disk recording
Cable-radio digital broadcasting
National radio stations via satellite
Greater technological knowledge
Greater access to technology for the consumer
Interoperable and scaleable computer systems
Global communications networks with high speed
More time-intensive learning

In accordance with the requirements of the Office of Gender Equity for Career Development, Virginia Department of Education, the Carl Perkins Act, and other federal and state laws and regulations, this document has been reviewed to ensure that it does not reflect stereotypes based on sex, race, or national origin.

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